



Providing Feedback for Written English: A Summary of Preferred Methods

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The Power of Feedback



“...the lifeblood of learning” (Rowntree, 1987)

“...one of the most effective methods of leading learners to improved and desired performances” (Hattie & Timperly, 2007)

“...can significantly affect attitudes of self-belief and broader perspectives on education” (Howrey, 2016)

Summative vs Formative Feedback

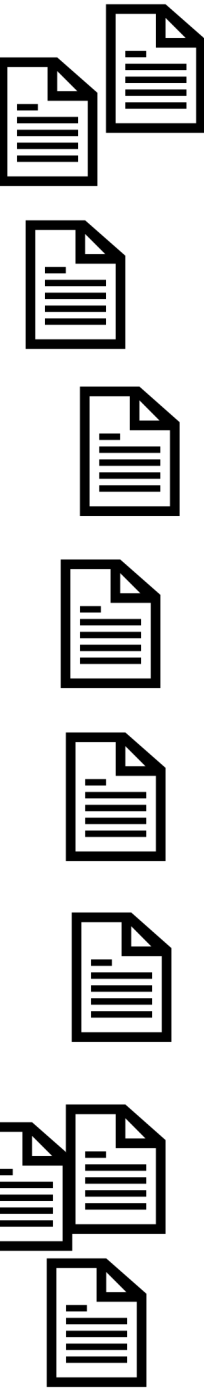
Summative Feedback: A summary of assessment of student performance on a task or activity, provided at the end of the course normally in the form of a score or grade.

Formative Feedback: Information communicated to a learner for improving performances on activities or tasks, usually provided prior to final completion.



From the instructor

- Time consuming
- Energy sapping
- Recurrence of same errors
- Seemingly endless/ uninteresting
- Are students reading any of this?



From the learner

- A barrier to goal completion
- Highlight of insufficient skills or ability
- Time consuming
- Relevant just for this course?



Context

Number: 20-24

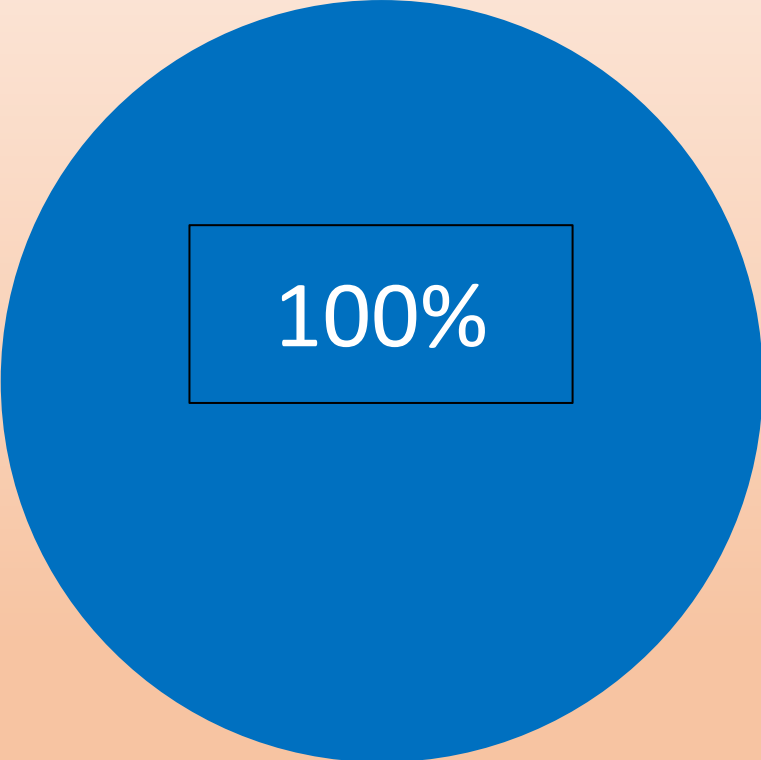
Level: 1st year students, CEFR B1/B2

Style/Purpose: Improve academic writing abilities

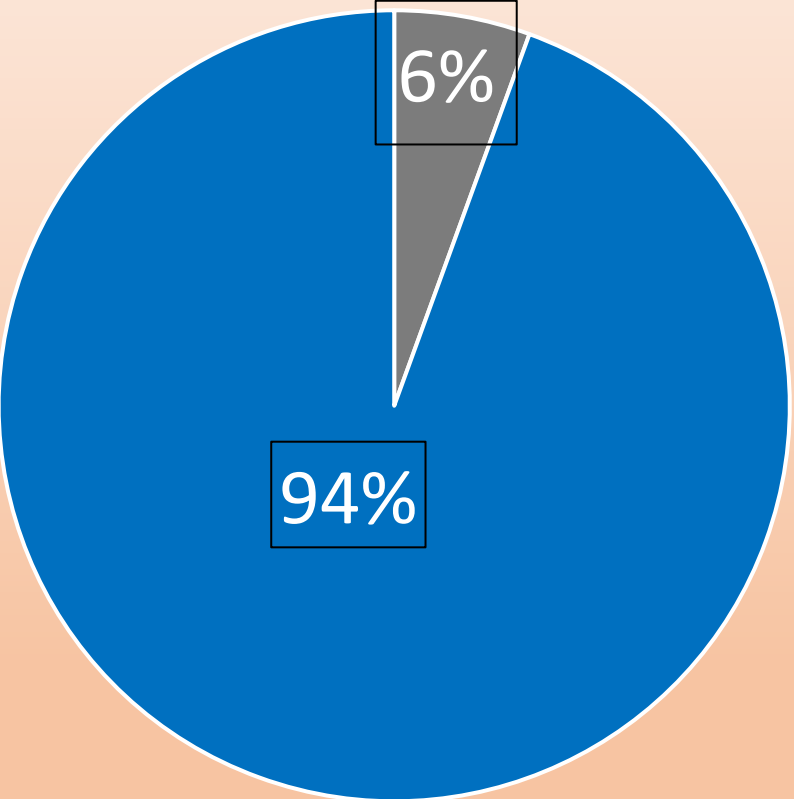
Length: 500 – 1200 words

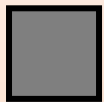

“Your understanding and knowledge of writing tasks increased greater through ...?”

2020



2021



-  Pre-task instruction
-  From feedback

Methods of Formative Feedback Employed

Codes/Symbols	10-25 minutes
Written Comments	
One-to-one conference with instructor	5-15 minutes
Audio Recording	3-7 minutes
Rubric	1-2 minutes
Whiteboard	10- 15 minutes (class)
Classmates	20-30 minutes

Written Comments

One-to-one conferences with instructor

Audio Recordings

Deforestation in Brazil and China

In the 21st century, deforestation is a serious problem in the world with around 7 million 3

hundred thousand hectares of forest disappearing each year (Smith, 2019). Deforestation has

a bad influence on animal's lives and if forests disappear the animals which live in the forest

cannot survive. According to Brazil Vision (2015), from 1975 to 2000, about 1 million

animals became extinct in the world and the main reason for this was deforestation.

Deforestation also has a bad impact on human lives. Plants absorb CO2 and produce oxygen

and deforestation will make CO2 increase and thus the global warming will progress.

Deforestation is therefore related to such many problems which threaten animal and

lives. It is a serious problem which should be prevented. In Brazil, the widest forest is

disappearing in the world. This essay will first explain the problem of deforestation in

Brazil, then explain the problem of deforestation in China, and finally compare the problems

and policies of deforestation in both Brazil and China.

In Brazil, from 2010 to 2020, the area of forest which decreased was widest in the

world. According to Food and Agriculture Organization of the United Nations (FAO 2020),

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Good opening with interesting statistic

BM Baildon Martin
W/c. Look at AWL and consider alternatives for
"bad"

BM Baildon Martin
w/c

BM Baildon Martin
wo

BM Baildon Martin
W/C. Look at textbook p6 for alternatives to
"many"

M martin4academic@gmail.com
only animals?

BM Baildon Martin
Audio comment 1

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Audio comment 2

BM Baildon Martin
w/c narrow - wide, small - ?

Written Comments on Paper



Clear to see referred to points

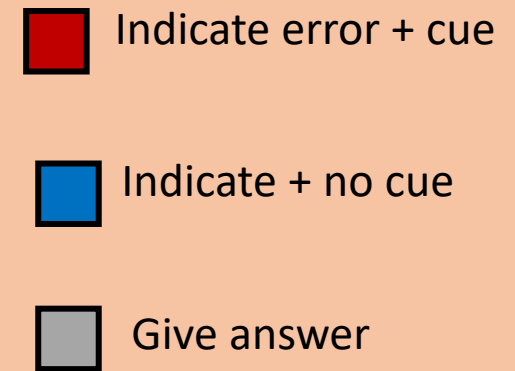
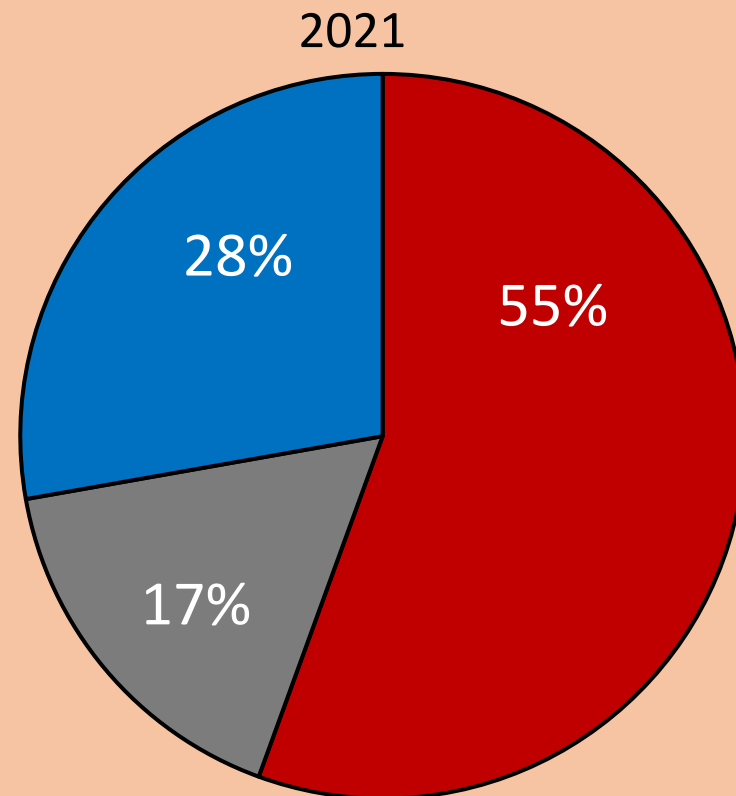
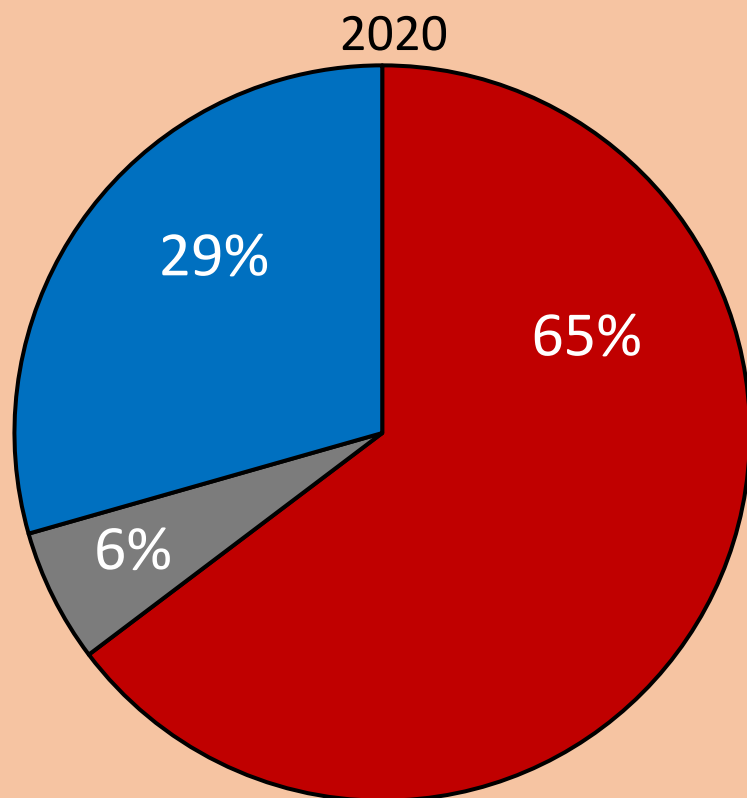
TIME CONSUMING

Easy to transfer

Needs clear handwriting

Basic or no technology

Preference for coded or uncoded correction



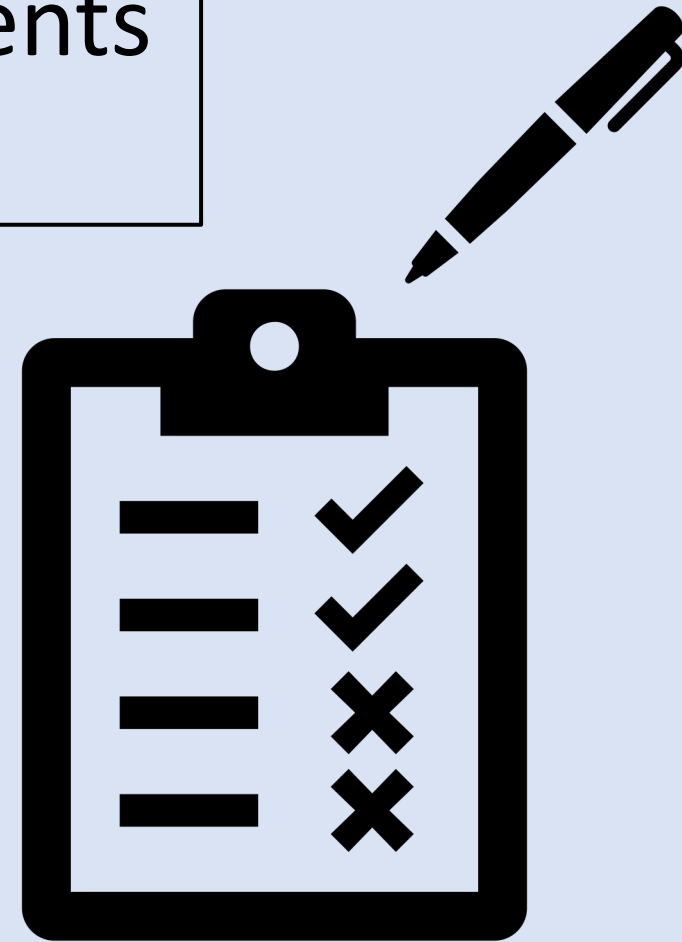
Considerations for Written Comments & Symbols/Codes

Purpose

Quantity

Legibility

Follow up





One-to-One conference	
+	-
Efficient	Needs space and time
Transfer information two way	Comprehension?
Can confirm student understands	
Communication skills	
Develop rapport	

Considerations for 1-1 Consultations

Purpose

Time

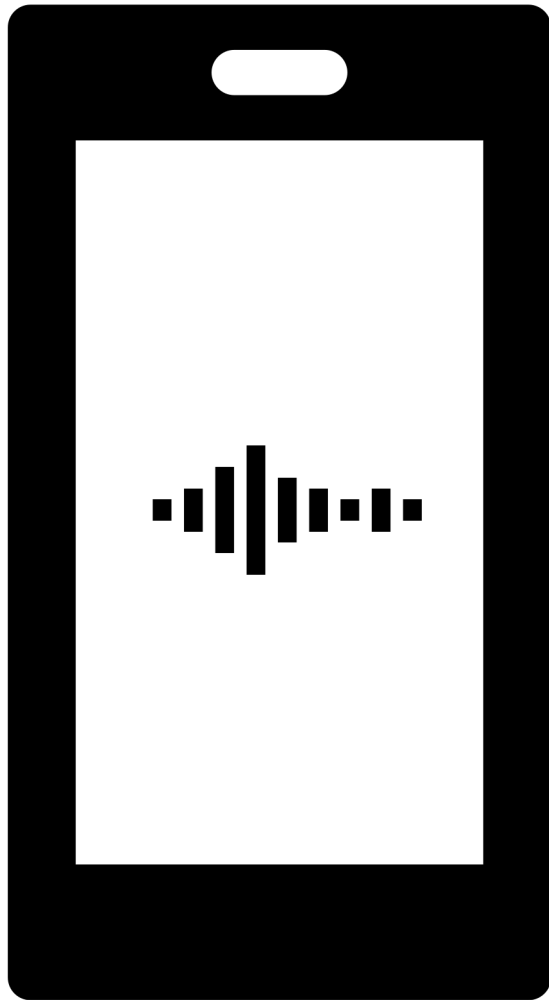
Location

Preparation

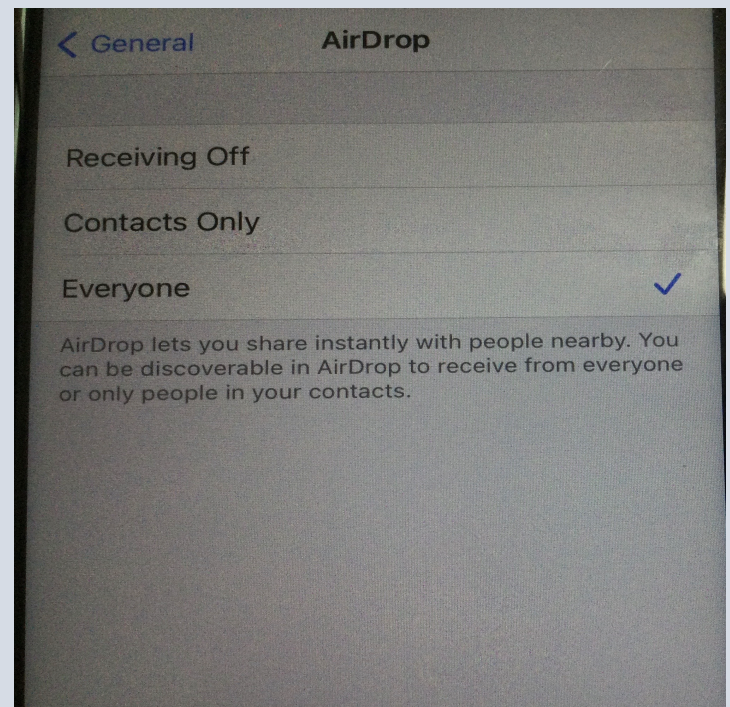
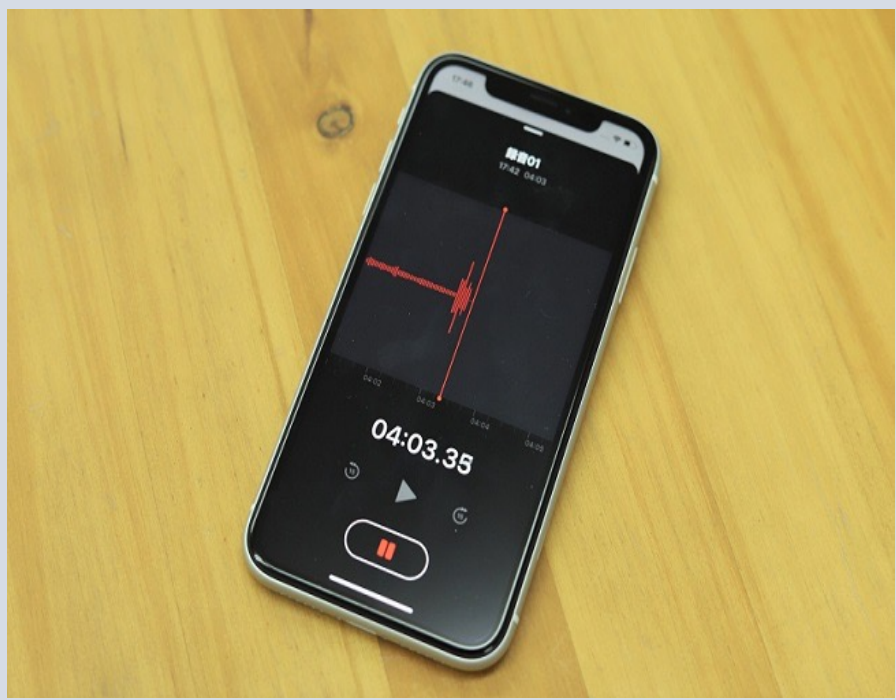
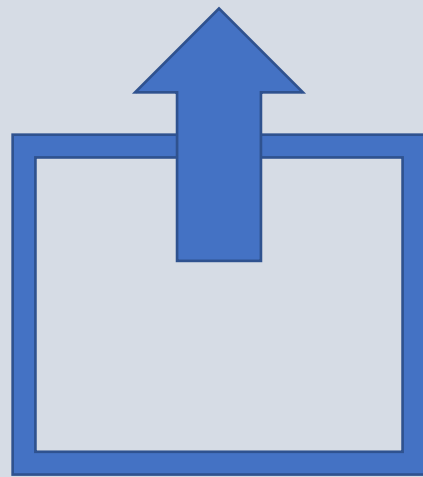
Other students?

Follow up





Audio Recordings	
+	-
Efficient	Hesitation sounds
Easy to make and transfer	Need to prepare
Can be listened to several times	Comprehension ?
Listening skills	



Considerations for audio comments

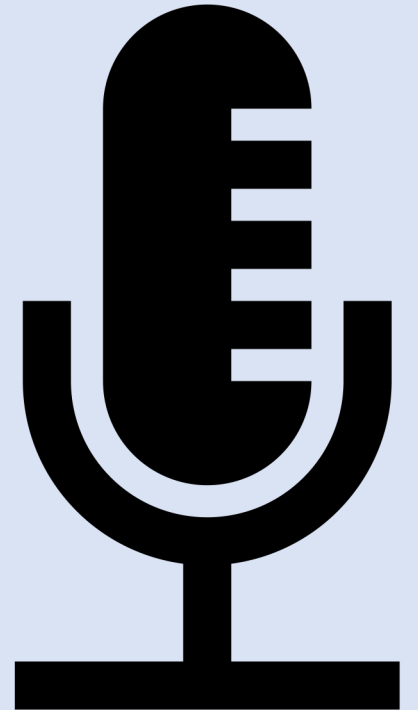
Purpose

Clarity/language

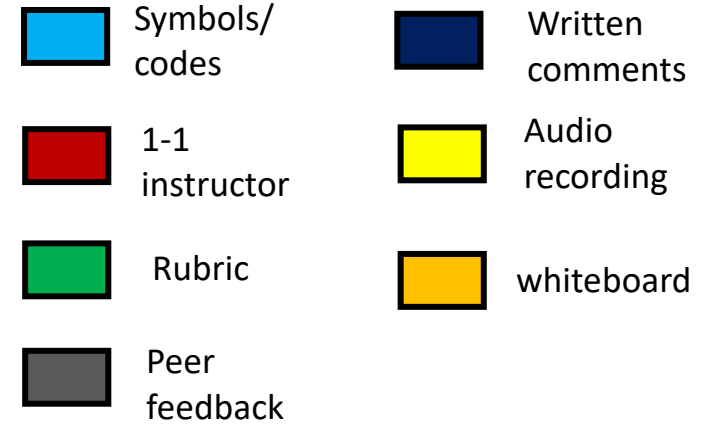
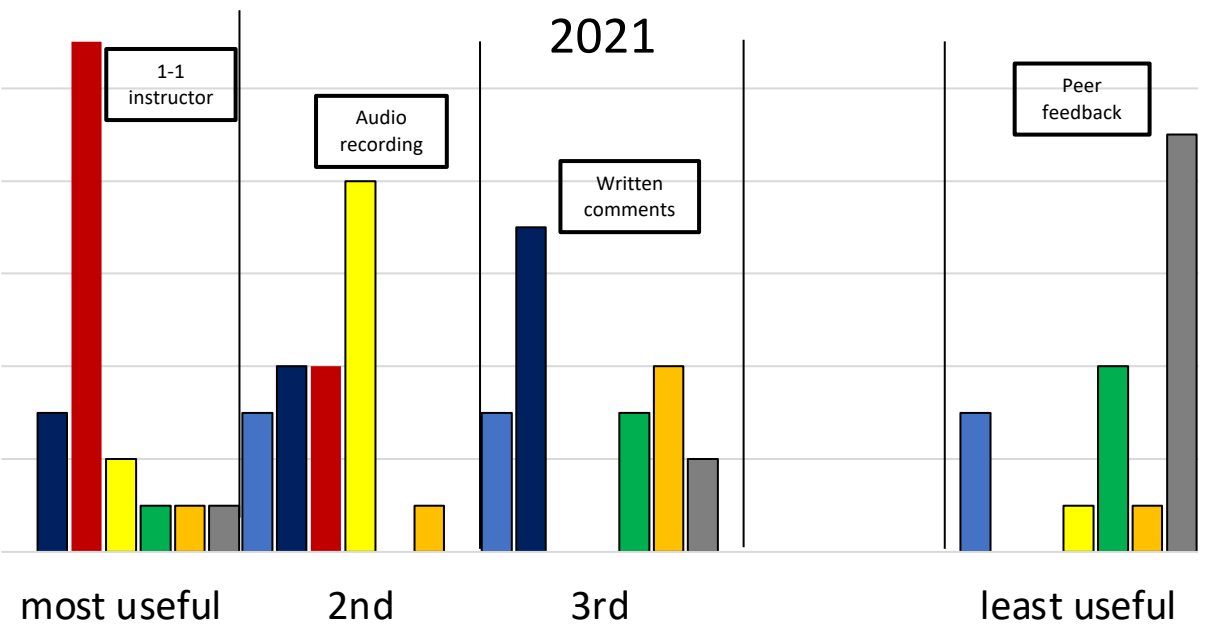
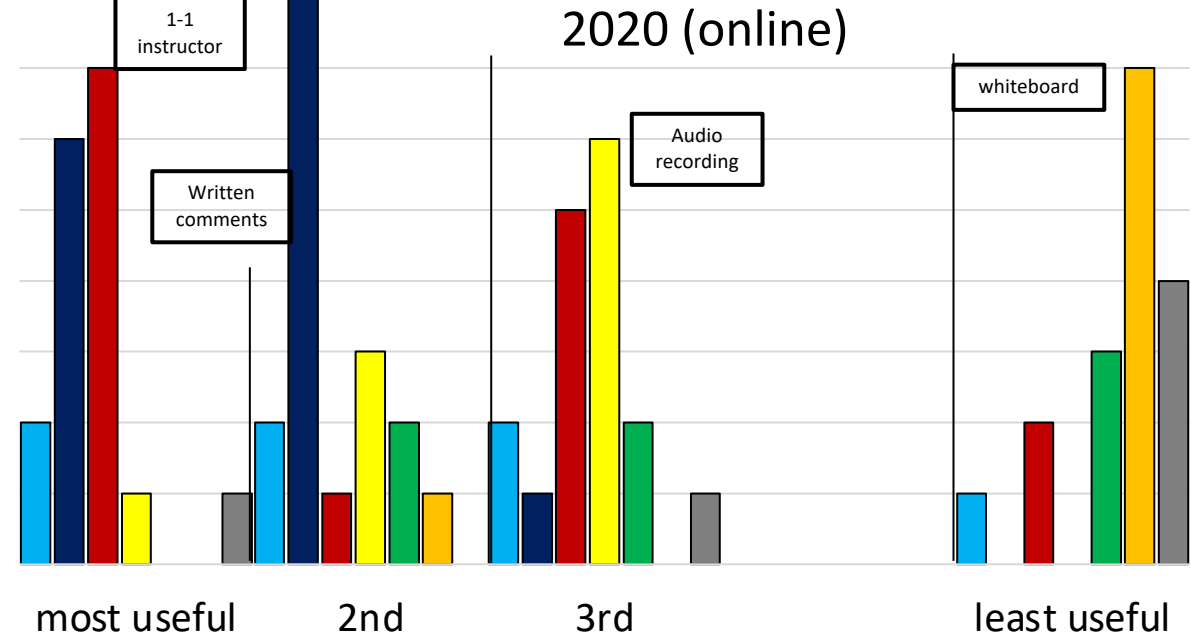
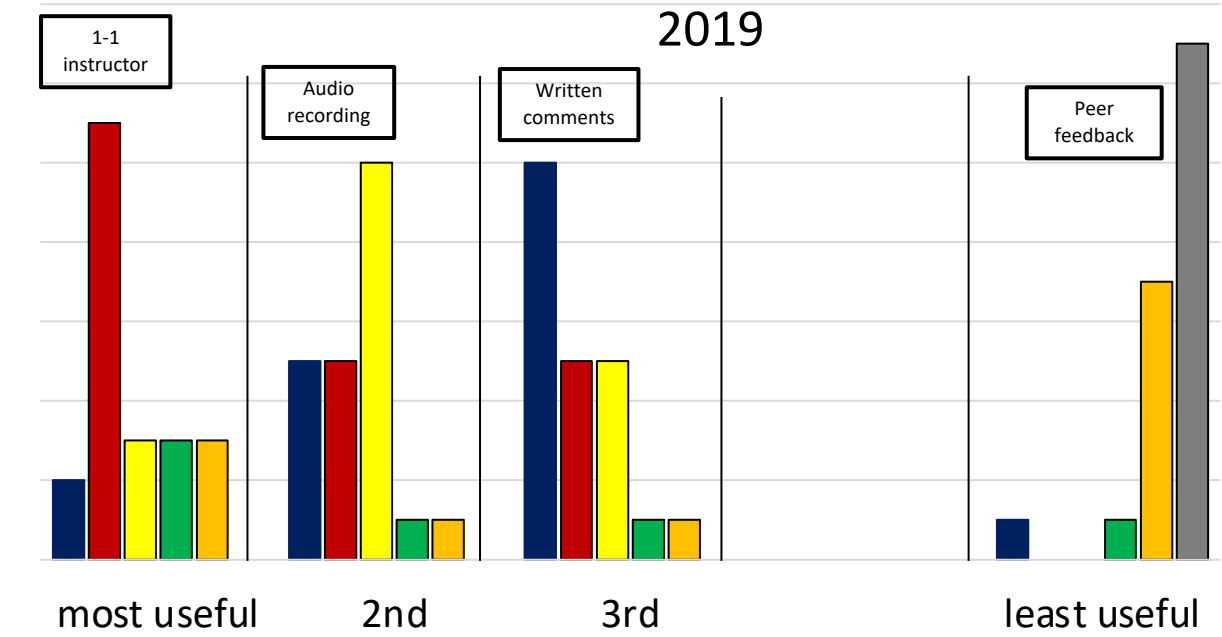
Preparation

Compatibility

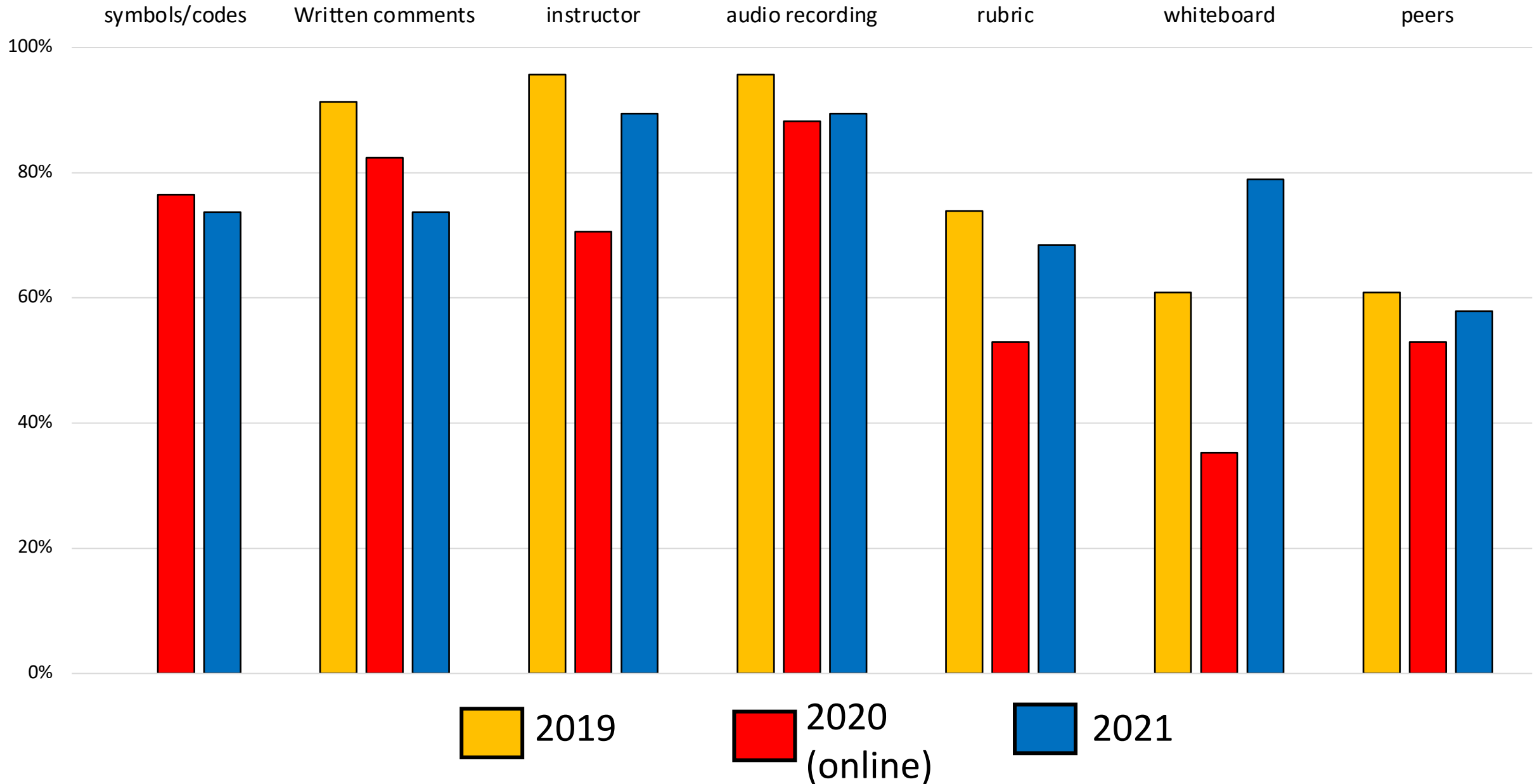
Follow up



Perceptions of Methods of Feedback: Ranking



Proportion of Respondents Accrediting Values 4 or 5



Summary

One-to-one consultations, written comments, audio comments are most preferred

Audio feedback can transfer information easily, can reduce time, encourages the instructor to reflect of learner's work

Understand the purpose of the feedback, have follow up activities

Students often prefer having the chance to self-correct



Recommended Resources

Hyland, K., and Hyland, D. (2019) Feedback in Second Language Writing: Contexts and Issues. Second Edition. Cambridge University Press

Bitchener, J., and Ferris, D. (2012) Written Corrective Feedback in Second Language Acquisition and Writing. Routledge

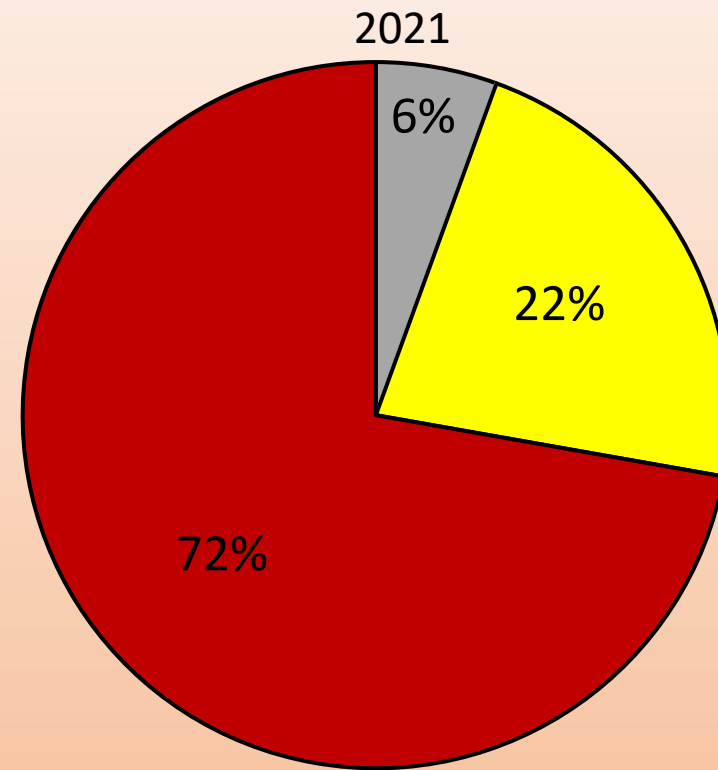
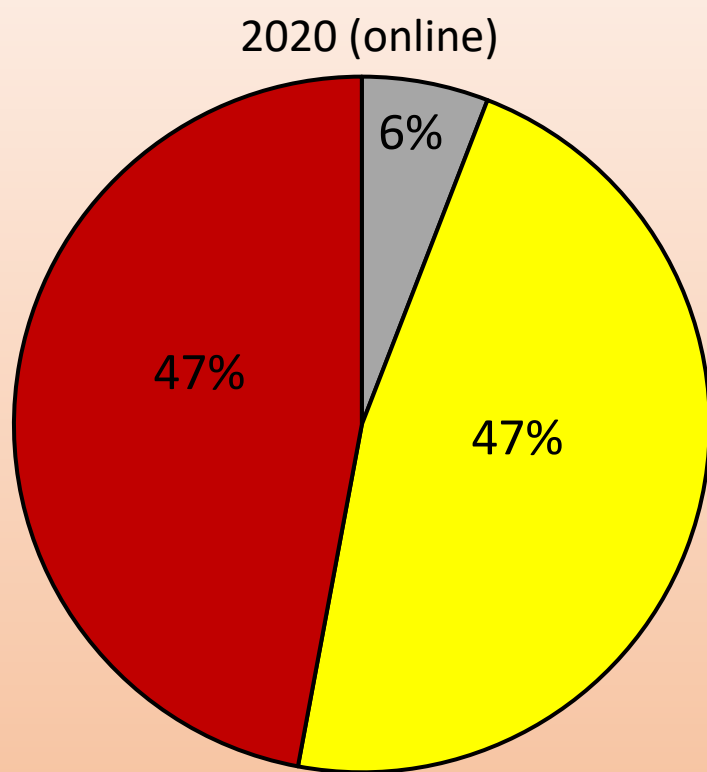
Jones, K., & Tang, K. (2020) Teacher and student perspectives on written feedback. The Language Teacher 44 (4) July-August

Ghonsooly, B., and Movahead, A. (2012) Effect of Unfocussed vs. Focused Written Feedback on Writing Accuracy: corrective writing feedback. Lambert Academic Publishing

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Perceived usefulness of in-class explanations on methods and application of feedback



<u>Symbols/Codes</u>	
<ul style="list-style-type: none"> • Too brief. Write in more detail; do not expect the reader understands concept or idea. 	more
<ul style="list-style-type: none"> • Missing word or phrase. 	^
<ul style="list-style-type: none"> • Wording; difficult to understand. Consider changing words/grammar 	?
<ul style="list-style-type: none"> • Subject-verb don't match; they haves, he go 	s-v
<ul style="list-style-type: none"> • One or two word-choice mistakes. 	w/c
<ul style="list-style-type: none"> • Wrong spelling. 	Sp.

Name:

Total:

Grading Rubric for Academic Writing

Grade	1	2	3	4	5
Essay Structure					
Essay Development					
Sentence Structure & grammar					
Word Accuracy					
Mechanics					

Considerations for 3 Methods

Audio Recordings		Video Recording		Written Comments on Paper	
+	-	+	-	+	-
Efficient	Hesitation sounds	Clear to see referred to points	Longer time to set up or redo	Clear to see referred to points	TIME CONSUMING
Easy to make and transfer	Need to prepare	Can be listened to several times	Heavy data	Easy to transfer	Needs clear handwriting
Can be listened to several times	Comprehension?	Listening skills	Comprehension?	No technology	
Listening skills			Papers checked by computer		

Methods of Formative Feedback Employed

Codes/Symbols	Indirect - coded feedback, global & local	10-20 minutes
Written Comments	global & local, focussed	
One-to-one conference with instructor	Student choice	5-15 minutes
Audio Recording	Global & local, focussed	3-7 minutes
Rubric	Focussed	1-2 minutes
Whiteboard	Global and local, focussed	10- 15 minutes (class)
Classmates	Global and local, focussed	20-30 minutes

